



## Clearwater Elementary

P.O. Box 397

Clearwater, SC 29822

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	422 Students	
<b>Principal</b>	Susan Malcom	803-593-7240
<b>Superintendent</b>	Dr. Elizabeth Everitt	803-641-2428
<b>Board Chair</b>	Dr. Christine Harkins	803-663-1703

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>Average</b>	<b>Average</b>
2008	Average	Good
2007	Below Average	At-Risk
2006	Average	At-Risk
2005	Average	At-Risk

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

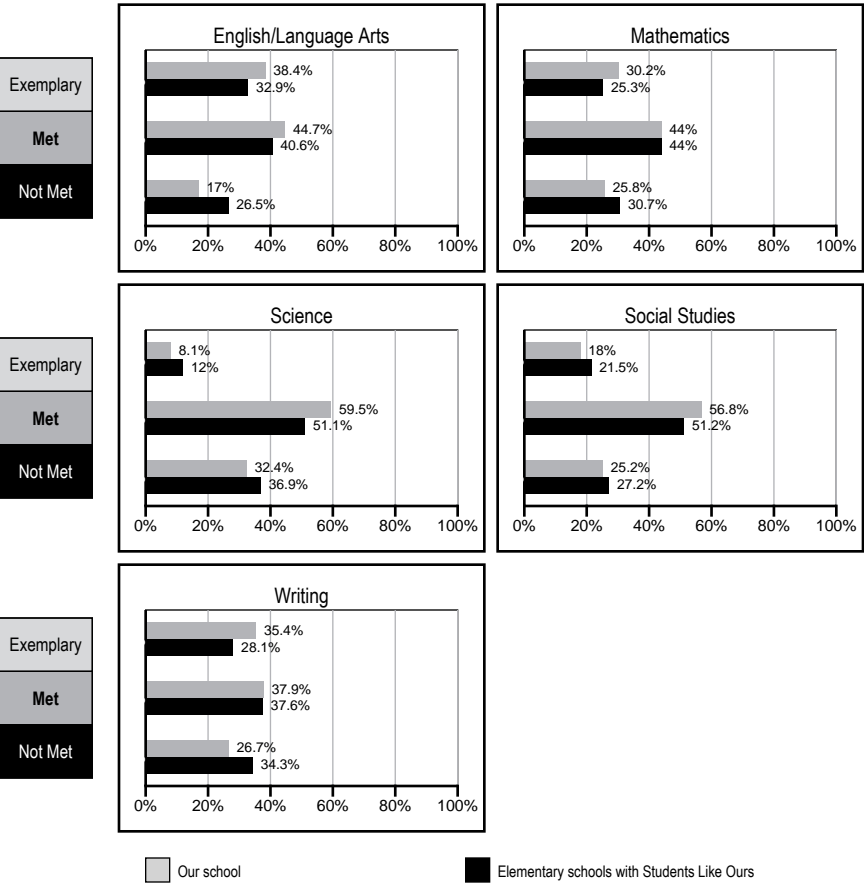
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 98.2%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
1	11	93	12	0

\* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=422)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	4.4%	Up from 4.0%	2.5%	1.9%
Attendance rate	96.3%	Up from 96.1%	96.1%	96.3%
Eligible for gifted and talented	9.6%	Up from 6.3%	8.4%	10.0%
With disabilities other than speech	10.0%	Up from 8.5%	9.0%	7.7%
Older than usual for grade	1.6%	Down from 2.3%	0.6%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.2%	0.0%	0.0%
<b>Teachers (n=28)</b>				
Teachers with advanced degrees	60.7%	Up from 48.3%	57.7%	59.4%
Continuing contract teachers	89.3%	Up from 79.3%	82.5%	80.0%
Teachers with emergency or provisional certificates	0.0%	Down from 3.8%	0.0%	0.0%
Teachers returning from previous year	91.7%	Up from 90.3%	86.4%	85.9%
Teacher attendance rate	93.7%	Down from 95.0%	95.0%	95.1%
Average teacher salary*	\$48,884	Up 5.0%	\$47,162	\$47,149
Professional development days/teacher	14.7 days	Up from 9.6 days	11.8 days	11.1 days
<b>School</b>				
Principal's years at school	7.0	Up from 6.0	5.0	4.0
Student-teacher ratio in core subjects	19.8 to 1	Up from 18.7 to 1	18.6 to 1	18.8 to 1
Prime instructional time	87.5%	Down from 88.9%	90.1%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Average	Up from Below Average	Excellent	Excellent
Dollars spent per pupil**	\$7,100	Up 5.5%	\$7,357	\$7,458
Percent of expenditures for instruction**	72.0%	Down from 75.5%	68.4%	68.8%
Percent of expenditures for teacher salaries**	58.5%	Down from 73.0%	61.2%	63.2%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

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## Report of Principal and School Improvement Council

At Clearwater Elementary, we are proud of the fact that our Growth Rating on the State Report Card increased from At-Risk to Good and our Absolute Rating increased from Below Average to Average. This earned our school the Palmetto Silver Award for improvement in test scores. We are very proud of the hard work that our students, parents, and teachers did to earn this award!

Clearwater Elementary implemented several initiatives this year to identify and improve students' reading and math academic weaknesses. Teachers in kindergarten through fifth grade spent a week this summer aligning lesson plans to the state Curriculum Standards in reading. This allowed our school to have a "jump-start" on the District's new Reading Initiative that focuses on Early Intervention Services. Some students in grades K-3 were served by an Early Intervention Teacher to help them with their reading fluency and phonics. One of our 2nd grade classes was designated as a "Model Classroom," which is a classroom that is implementing the District's Literacy Model. This allowed all teachers to observe and learn about Best Practices in reading and language arts.

With the help of an Instructional Coach this year, teachers in grades 1-5 continued to use the results from MAP tests to make RIT groups, in which they work with small groups of students on math skills for 30 minutes each day. Students chart their improvements each of the 3 times that they take the MAP test. Teachers also received training this year for authentic student work and measuring progress toward standards. This means that instead of worksheets, student activities centered around hands-on and group work activity as well as student-generated assessments.

Teachers continued to use innovative technology throughout all curriculum areas this year with the use of eTV Streamline, Interactive SMART boards and mobile laptop labs in their classrooms. Other ways that we have found to keep our students motivated are to provide incentives for them such as Monthly Best Effort Awards, Students of the Nine Weeks, Most Improved Students of the Nine Weeks, Growing Great Character wall, MAP Incentive awards, quarterly 100 Conduct Breakfasts, "Caught Being Good" awards and announcements and quarterly awards programs.

Our hard-working and devoted PTA Board sponsored quarterly parent programs, such as Dr. Seuss' Birthday Party, Holiday Gift Shop, and a spring carnival. We continue to have strong community partnerships with Chic-Fil-A; students, faculty and parents provide food for the Golden Harvest Food Bank, toys for Children at MCG, and "Change for a Cure" for the American Cancer Society. Clearwater Elementary began a very special partnership this year with a community church that has been invaluable. The church provided the school and community with services, such as with a fall carnival, maintaining the school grounds, feeding the faculty on several workdays, helping beautify the front flower beds, providing hotdogs for our MAP Incentive spring cookout, and much more. We are blessed to continue the partnership with them for the 2009-2010 school term. As you can see, Clearwater Elementary had a good year, and we are looking forward to an even better year in 2009-2010!

Susan Malcom, Principal      Lynn Weatherford, SIC Chair

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	32	41	29
Percent satisfied with learning environment	96.9%	90.0%	78.6%
Percent satisfied with social and physical environment	87.5%	92.7%	82.1%
Percent satisfied with school-home relations	75.0%	95.1%	82.8%

\* Only students at the highest elementary school grade level and their parents were included.

## Abbreviations for Missing Data

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School Adequate Yearly Progress	YES
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This school met 17 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	NI-DELAY
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.7%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	1.9%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.3%	94.0%*	Yes

\* Or greater than last year

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	175	100	16.8	44.1	39.1	92.5	85.7	82.8	Yes	Yes
<b>Gender</b>										
Male	98	100	20.5	46.6	33	90.9	83.2	79.3	N/A	N/A
Female	77	100	12.3	41.1	46.6	94.5	88.4	86.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	103	100	14.6	38.5	46.9	93.8	90.8	89.5	Yes	Yes
African American	51	100	19.6	43.5	37	93.5	78.1	73.7	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	91.3	92.3	I/S	I/S
Hispanic	20	100	22.2	72.2	5.6	83.3	77.9	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	79.2	82.5	I/S	I/S
<b>Disability Status</b>										
Disabled	25	100	27.3	54.5	18.2	77.3	51.2	52	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	21	100	21.1	68.4	10.5	84.2	76.2	75.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	122	100	20.9	50.9	28.2	90.9	79.5	75.5	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Met or Exemplary)**

All Students	175	100	25.5	43.5	31.1	80.1	81.6	78.9	Yes	Yes
<b>Gender</b>										
Male	98	100	26.1	46.6	27.3	80.7	80.6	77	N/A	N/A
Female	77	100	24.7	39.7	35.6	79.5	82.6	80.9	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	103	100	20.8	41.7	37.5	83.3	87.6	87.2	Yes	Yes
African American	51	100	32.6	45.7	21.7	78.3	71.7	66.7	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	93.8	93	I/S	I/S
Hispanic	20	100	33.3	44.4	22.2	66.7	78.7	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	75	79.5	I/S	I/S
<b>Disability Status</b>										
Disabled	25	100	40.9	45.5	13.6	59.1	45.4	45.5	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	21	100	26.3	52.6	21.1	73.7	78.4	76.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	122	100	28.2	51.8	20	77.3	74.1	70.2	Yes	Yes

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	120	100	32.1	58.9	8.9	67.9	68.5	67.5
Gender								
Male	68	100	35.5	54.8	9.7	64.5	69.4	67
Female	52	100	28	64	8	72	67.6	68
Racial/Ethnic Group								
White	72	100	26.9	62.7	10.4	73.1	78.5	79.5
African American	33	100	41.9	48.4	9.7	58.1	52.3	50.3
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	92.5	84.3
Hispanic	14	100	N/AV	N/AV	N/AV	61.5	61.3	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	72.2	71.2
Disability Status								
Disabled	20	100	61.1	27.8	11.1	38.9	34.9	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency								
Limited English Proficient	17	100	N/AV	N/AV	N/AV	68.8	61.3	59.6
Socio-Economic Status								
Subsided meals	82	100	36	58.7	5.3	64	56.9	55.1

Social Studies

All Students	122	100	24.8	55.8	19.5	75.2	69	72.3
Gender								
Male	67	100	29.5	47.5	23	70.5	69.3	71.5
Female	55	100	19.2	65.4	15.4	80.8	68.8	73.2
Racial/Ethnic Group								
White	69	100	18.2	56.1	25.8	81.8	76.5	80.7
African American	38	100	29.4	55.9	14.7	70.6	56.7	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	88.5	88.5
Hispanic	14	100	N/AV	N/AV	N/AV	58.3	62.5	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	83.3	72.2
Disability Status								
Disabled	18	100	47.1	35.3	17.6	52.9	40.6	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
English Proficiency								
Limited English Proficient	14	100	N/AV	N/AV	N/AV	66.7	63.8	67.9
Socio-Economic Status								
Subsided meals	85	100	27.3	59.7	13	72.7	59	62.1

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	176	98.3	26.7	37.9	35.4	73.3	71.8	70.2	96.3	95.9
Gender										
Male	99	97	31	35.6	33.3	69	65.9	63.2	96.3	95.7
Female	77	100	21.6	40.5	37.8	78.4	78.1	77.5	96.4	96
Racial/Ethnic Group										
White	104	98.1	24	34.4	41.7	76	78.3	79.1	95.7	95.8
African American	51	98	28.9	42.2	28.9	71.1	61.4	57.6	97.2	95.9
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	84	86.2	98.3	97.7
Hispanic	20	100	31.6	47.4	21.1	68.4	65.9	62.6	97	96.2
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	60.9	68.7	N/A	96
Disability Status										
Disabled	25	88	70	20	10	30	23	26.1	94.4	94.9
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	95
English Proficiency										
Limited English Proficient	20	100	36.8	42.1	21.1	63.2	64.9	61.2	97	96.4
Socio-Economic Status										
Subsidized meals	121	97.5	32.4	42.3	25.2	67.6	61.4	58.9	96	95.2

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	60	100	16.7	38.9	44.4	83.3
	4	66	100	25.4	42.9	31.7	74.6
	5	49	100	4.5	52.3	43.2	95.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	60	100	33.3	37	29.6	66.7
	4	66	100	20.6	47.6	31.7	79.4
	5	49	100	22.7	45.5	31.8	77.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	31	100	39.3	50	10.7	60.7
	4	66	100	28.6	63.5	7.9	71.4
	5	23	100	33.3	57.1	9.5	66.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	30	100	22.2	51.9	25.9	77.8
	4	66	100	27	57.1	15.9	73
	5	26	100	21.7	56.5	21.7	78.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	63	95.2	30.2	37.7	32.1	69.8
	4	66	100	27	42.9	30.2	73
	5	47	100	22.2	31.1	46.7	77.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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